



Australian Government

Department of Education, Science and Training

Resource Pack

for THE NATIONAL SAFE SCHOOLS FRAMEWORK

For use by jurisdictional officers to support school communities in
implementing the National Safe Schools Framework

Australian Government Department of Education,
Science and Training 2003

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Introduction

PURPOSE OF THE NATIONAL SAFE SCHOOLS FRAMEWORK

The major issues canvassed in the *National Safe Schools Framework* are:

- ☒ bullying;
- ☒ harassment;
- ☒ violence; and
- ☒ child protection.

The introduction to the *National Safe Schools Framework* explains its purpose in these terms:

Promoting and providing a supportive learning environment in which all students can expect to feel safe is an essential function of all schools. The *Framework* identifies strategies that can inform practice which enhances school safety and students' physical, social and emotional wellbeing.

The *Framework* is a collaborative effort by the Australian Government and State and Territory government and non-government school authorities and other key stakeholders. It presents a way of achieving a shared vision of physical and emotional safety and wellbeing for all students in all Australian schools. The *Framework* recognises the need for sustained positive approaches that include an appreciation of the ways in which social attitudes and values impact on the behaviour of students in our school communities. Such approaches encourage all members of the school community to:

- ☒ value diversity;
- ☒ contribute positively to the safety and wellbeing of themselves and others;
- ☒ act independently, justly, cooperatively and responsibly in school, work, civic and family relationships;
- ☒ contribute to the implementation of appropriate strategies that create and maintain a safe and supportive learning environment.

The most effective way to build strong support for such initiatives in the school community is to ensure that the process of developing and implementing strategies to increase school safety engages as wide a cross section of stakeholders as possible.

SUPPORTING THE IMPLEMENTATION OF THE NATIONAL SAFE SCHOOLS FRAMEWORK

To support the implementation of the *National Safe Schools Framework* in schools across Australia, the Australian Government Department of Education, Science and Training (DEST) commissioned the development of an *Implementation Manual* to:

- ☒ increase school communities' understanding of the *Framework*;
- ☒ guide school communities in using the principles and key elements of the *Framework* as the basis for auditing their policies, programmes and strategies; and
- ☒ guide implementation of the *Framework* at the whole school level.

In addition, DEST commissioned the development of this *Resource Pack* for jurisdictional officers which would assist them to support school communities in relation to the *National Safe Schools Framework*.

ROLE OF JURISDICTIONAL OFFICERS

- ☒ To present information to schools and guide them through the process of conducting the audit, developing an action plan and implementing and monitoring strategies. It is assumed the **audience** will include school staff and community members.

HOW TO USE THE RESOURCE PACK

The resource pack is divided into four sections:

- CE **Section 1:** Supporting schools to implement the *National Safe Schools Framework*.
- CE **Section 2:** Supporting schools to conduct the safe schools audit.
- CE **Section 3:** Supporting schools to build a coherent planning, implementation and monitoring process.
- CE **Section 4:** Additional resources.

Sections 1 – 3 each contain:

- CE A purpose statement.
- CE A set of key messages which need to be transmitted clearly to the school community.
- CE Instructions about engaging school communities in key issues related to the implementation of the *National Safe Schools Framework* and delivering information about key processes.
- CE Overhead Transparencies (OHTs) for use in presentations, and selected readings for further information.

Section 4 contains a list of online materials which can provide further information for schools in selected areas.

Section 1

Supporting schools to implement the National Safe Schools Framework (NSSF)

PURPOSE

To assist jurisdictional officers to provide advice on how to use the *Implementation Manual*.

Jurisdictional Officers should be able to:

- CE Help schools **adapt** the *Implementation Manual* to the context of their own District or Diocese.
- CE Help schools establish **links** between the NSSF and local/systemic initiatives.
- CE Support and assure the **effectiveness** of actions taken by schools.

KEY MESSAGES

Jurisdictional Officers should deliver key messages about:

- CE The critical importance of establishing and maintaining a safe and supportive learning environment for all students.
- CE The encouragement provided by the *National Safe Schools Framework* to develop action plans that respond to the specific circumstances of the local community.
- CE The need to apply the principles of effective change management to the process.
- CE The local legislative and/or policy base for implementing the *National Safe Schools Framework*.
- CE Coordinating new strategies developed under the *National Safe Schools Framework* with existing initiatives.
- CE The critical importance of a long term approach underpinned by monitoring and evaluation for achieving effective and sustainable change.

KEY ISSUES

The key issues are:

- CE Explaining the background to the *National Safe Schools Framework*.
- CE Linking the *National Safe Schools Framework* to jurisdictional legislation and policy related to child protection and bullying, harassment and violence at school.
- CE Exploring the contents and structure of the *Implementation Manual*.
- CE Encouraging school communities to adapt the advice provided in the *Implementation Manual* to the circumstances of diverse communities.
- CE Linking the *National Safe Schools Framework* to local and systemic initiatives.
- CE Managing change for sustainable outcomes.
- CE Monitoring and evaluating action.

RESOURCES

The resources provided for section 1 are:

- CE Presentation guide
- CE OHT masters
- CE Information sheets
- CE Readings

PRESENTATION GUIDE: SUPPORTING SCHOOLS TO IMPLEMENT THE NATIONAL SAFE SCHOOLS FRAMEWORK

Activity	Focus	Key speaking points	Resources
Presentation	Background to the National Safe Schools Framework	<p>CE The Framework has been endorsed by all government and non-government school education authorities.</p> <p>CE Its purpose is to provide an agreed national approach to help schools and their communities address issues of bullying, harassment, violence and child maltreatment, and to provide a standard against which schools can assess their policies and practices.</p> <p>CE School authorities are required to report on the implementation of the Framework through the annual National Report on Schooling in Australia.</p> <p>CE The principles embody a commitment to proactive as well as responsive strategies to reduce violence and improve child protection.</p> <p>CE The six key elements provide the framework for organising action and stress the need to work as a school community.</p>	<p>OHT 1.1 Background</p> <p>OHT 1.2 Key Messages</p> <p>OHTs 1.3 a & b Guiding Principles</p> <p>OHT 1.4 Key Elements</p>
Presentation	Links between the National Safe Schools Framework and jurisdictional legislation and policy related to child protection and bullying, harassment and violence at school	<p>CE The principles of the National Safe Schools Framework are reflected in legislative provisions.</p> <p>CE All States and Territories have child protection legislation.</p> <p>CE In all States except Qld and WA, teachers are mandated to report suspicions of child maltreatment directly to the relevant department. In Qld and WA, teachers report via their principals.</p> <p>CE All States have anti-discrimination legislation which applies to the provision of education and training in government facilities.</p> <p>CE Non-government schools may claim certain exemptions under some Anti-Discrimination legislation, depending on local provisions.</p>	<p>OHT 1.5a NSW</p> <p>OHT 1.5b ACT</p> <p>OHT 1.5c Victoria</p> <p>OHT 1.5d Tasmania</p> <p>OHT 1.5e South Australia</p> <p>OHT 1.5f Western Australia</p> <p>OHT 1.5g Northern Territory</p> <p>OHT 1.5h Queensland</p>
For Independent schools		<p>CE It is important to clarify that special legislative provisions apply to independent schools re how far they are bound by Anti-Discrimination legislation (eg in relation to employment, or to issues such as sexuality where there may be contradictions with the school's religious ethos).</p> <p>CE Advice regarding these matters can be obtained from sectoral or diocesan authorities.</p>	

Activity	Focus	Key speaking points	Resources
Presentation	The contents and structure of the Implementation Manual	<p>The Implementation Manual is designed to support schools to:</p> <ul style="list-style-type: none"> CE Develop an understanding of the NSSF and its links to current practice. CE Support schools to audit their current policies and practices against the NSSF – to identify strengths and priority areas for improvement. CE Develop, implement, monitor and evaluate an action plan to address the priorities identified by the audit. 	OHT 1.6 Structure of the Implementation Manual
Presentation Small group activity	Adapting the advice provided in the Implementation Manual to the circumstances of diverse communities	<ul style="list-style-type: none"> CE It is critical that schools include the development of a detailed knowledge of their local community as part of their auditing process. CE No two school-community action plans should look the same. Each action plan needs to respond very specifically to the most critical issues facing the school community at that point in time. CE Because the action plan is meant to be regularly reviewed and renewed, priorities can be expected to change over time. 	OHT 1.7 a - c Adapting the Implementation Manual to meet local circumstances
Small and whole group activity	Linking the National Safe Schools Framework to local and systemic initiatives	<ul style="list-style-type: none"> CE There are clear linkages between the National Safe Schools Framework and other major programs, especially MindMatters and Health Promoting Schools. CE There are also links with national policies and initiatives such as the Racism No Way! and the Bullying No Way! websites, as well as with Gender Equity: A Framework for Australian Schools. CE The NSSF is a framework for coordinating initiatives <p>Ask participants to form small groups and map the possible linkages with systemic, school and community initiatives, programs or projects, and to pool their ideas after a short time.</p>	Butcher's paper or blank overhead transparencies
Presentation	Managing change for sustainable outcomes	<ul style="list-style-type: none"> CE The prospect of change often causes concern in organisations. CE Research does show that sustainable change is difficult to achieve, but it also demonstrates that adhering to principles which have consistently been demonstrated to be important can make the change process a less intrusive one. 	OHT 1.8a & b Principles of Effective Change Management.

Background to the NATIONAL SAFE SCHOOLS FRAMEWORK

- › All Australian Education Ministers agreed to the development of a *National Safe Schools Framework* by early 2003 (July 2002 MCEETYA meeting).
- › Developed by the MCEETYA Taskforce on Student Learning and Support Services as a collaborative effort by the Australian Government, State and Territory government and non-government school authorities and stakeholders.
- › Education Ministers endorsed the NSSF in July 2003.
- › Key message – a safe and supportive learning environment is essential in all schools.
- › Acknowledges existing excellent practices.
- › Provides **agreed national approach** to address issues of bullying, harassment, violence, and child abuse and neglect.

NATIONAL SAFE SCHOOLS FRAMEWORK

Key messages

- › In safe and supportive schools:
 - ” bullying, harassment and violence are minimised.
 - ” students receive support on issues related to child abuse and neglect.
- › **Social attitudes and values** impact on students' behaviour.
- › **Sustained positive approaches** encourage students to:
 - ” value diversity.
 - ” contribute to the safety and wellbeing of all.
 - ” act independently, justly, cooperatively and responsibly in all areas of life.
 - ” contribute to creating and maintaining a safe and supportive environment.

GUIDING PRINCIPLES

Australian schools:

1. affirm the right of all school community members to feel safe at school.
2. promote care, respect and cooperation, and value diversity.
3. implement policies, programmes and processes to nurture a safe and supportive school environment.
4. recognise that quality leadership is an essential element that underpins the creation of a safe and supportive school environment.
5. develop and implement policies and programmes through processes that engage the whole school community.
6. ensure that roles and responsibilities of all members of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated.

7. recognise the critical importance of pre-service and ongoing professional development in creating a safe and supportive school environment.
8. have a responsibility to provide opportunities for students to learn through the formal curriculum the knowledge, skills and dispositions needed for positive relationships.
9. focus on policies that are proactive and oriented towards prevention and intervention.
10. regularly monitor and evaluate their policies and programmes so that evidence-based practice supports decisions and improvements.
11. take action to protect children from all forms of abuse and neglect.

Key elements of the NATIONAL SAFE SCHOOLS FRAMEWORK

- › School values, ethos, culture, structures and student welfare
- › Establishment of agreed policies, programmes and procedures
- › Provision of education/ training
 - ” School staff
 - ” Students
 - ” Parents
- › Managing incidents of abuse/victimisation
- › Providing support for students
- › Working closely with parents

NEW SOUTH WALES

Anti-Discrimination Act 1977

In the provision of education, it is illegal to discriminate against another person on the grounds of:

- › Race
- › Sex
- › Transgender status (transgender vilification is also unlawful)
- › Marital status
- › Disability
- › Homosexuality (homosexual vilification is also unlawful)
- › Age
- › Responsibilities as a carer

Sexual harassment is prohibited.

Department of Education and Training related policies

- › Gender Equity Strategy
- › Guidelines for Working with Children
- › Handling Allegations Against Department of Education and Training Employees in the Area of Child Protection
- › Homophobia in Schools
- › P-2 Managing students with severe behaviour difficulties
- › Policy for Protecting Children and Young People
- › Protecting and Supporting Children and Young People
- › Responding to suggestions, complaints and allegations
- › Procedures for Reporting Risk of Harm to Children
- › Student Discipline Policy
- › Student Welfare Policy

AUSTRALIAN CAPITAL TERRITORY

Discrimination Act 1991

It is unlawful for an educational authority to discriminate against a person on the basis of:

- › Sex
- › Trans-sexuality
- › Status as a parent or carer
- › Breastfeeding
- › Pregnancy
- › Age
- › Sexuality
- › Relationship status
- › Religious or political conviction
- › Race
- › Impairment

Department of Education, Youth and Family Services related policies

- › **Aboriginal and Torres Strait Islander Education**
- › **Child Abuse and Neglect – Guidelines for Responding to Concerns (under review)**
- › **Combating racism in Schools and the Workplace (under review)**
- › **Critical Incident Planning for Schools (under review)**
- › **Equity and Diversity Plan**
- › **Mandatory Reporting Guidelines (under review)**
- › **Parents/Carers as Partners in Schooling Policy and Guidelines**
- › **Pregnant Students – Policy and Guidelines**
- › **Safe Schools Policy Framework**
- › **Services to Students with Disabilities Policy and Mandatory Procedures**
- › **Student Management and Welfare (under review)**

- › Suspension and Exclusion (under review)
- › ACT Government Schools Plan – 2002-2004
- › Student Support Action Plan – 2002-2004
- › Services to Indigenous People Action Plan – 2002-2004
- › Working with Children and Young People – Volunteers in Schools Policy

VICTORIA

Equal Opportunity Act 1995

An educational authority must not discriminate against a person on the basis of:

- › Age
- › Gender identity
- › Lawful sexual activity
- › Parental/carer status
- › Political belief or activity
- › Race
- › Sex
- › Personal association
- › Breastfeeding
- › Impairment
- › Marital status
- › Physical features
- › Religious belief/ activity
- › Pregnancy
- › Sexual orientation

Department of Education and Training related policies

- › Guidelines for Student Code of Conduct
- › Cultural and Linguistic Diversity in Schools
- › Managing Diversity

TASMANIA

Anti-Discrimination Act 1998

An educational authority must not discriminate against a person on the basis of:

- › Race
- › Age
- › Sexual orientation
- › Lawful sexual activity
- › Gender
- › Marital status
- › Pregnancy
- › Breastfeeding
- › Parental status
- › Family responsibilities
- › Disability

It is illegal to **incite hatred** on the grounds of:

- › Race
- › Disability
- › Sexual orientation or lawful sexual activity
- › Religious belief, affiliation or activity

Sexual harassment is prohibited.

Department of Education related policies

- › **Anti-Discrimination and Anti-Harassment Policy (1998)**
- › **Equity In Schooling And Support Documents (1995)**
- › **Gender Equity: A Framework for Australian Schools (1996)**
- › **Inclusion of Students with Disabilities in Regular Schools (1995)**
- › **Policy Statement and Guidelines for Dealing with Sex-Based Harassment in Schools and Colleges (1993)**
- › **Procedures Regarding the Alleged Maltreatment of Students by Employees of the Department of Education and the Arts (Amended 2002)**
- › **Sex-Based Harassment – Your Rights and Responsibilities (1995)**

SOUTH AUSTRALIA

Equal Opportunity Act

It is unlawful to discriminate on the grounds of:

- › Sex
- › Marital Status
- › Pregnancy
- › Sexuality
- › Race
- › Impairment
- › Age

Sexual and racial harassment and/or vilification are also prohibited.

Department of Education and Children's Services related policies

- › Anti-racism Policy
- › Child Protection Policy
- › Equity Statement
- › Sexual Harassment Grievance Procedures
- › Multiculturalism Policy
- › Parents and Schools Policy
- › School Discipline Policy
- › Student Participation Policy
- › Students with Disabilities Policy

Other relevant legislation

Racial Vilification Act

South Australia Children's Protection Act

WESTERN AUSTRALIA

Equal Opportunity Act 1984

In the provision of education, it is illegal to discriminate on the basis of:

- › Sex (or, in certain cases, gender history)
- › Marital status
- › Pregnancy
- › Family responsibility or family status
- › Sexual orientation
- › Race
- › Religious or political conviction
- › Impairment
- › Age

Sexual harassment and racial harassment are also prohibited

Public Sector Management Act 1994

- › Breaches of governing legislation.

Department of Education and Training related policies

- › Behaviour Management in Schools
- › Child Protection
- › Staff Conduct
- › Emergency Management
- › Sexual Harassment: Resolution for Employees and Students
- › Sexual Harassment: Information for Secondary Students
- › Students at Educational Risk
- › Employee Screening
- › Anti Racism
- › Duty of Care for Students
- › Discipline
- › Disputes and Complaints
- › Excursions
- › Enrolment
- › Risk Management
- › Retention and Participation

NORTHERN TERRITORY

Anti-Discrimination Act 2002

Discrimination in education is illegal on grounds of

- › · Race
- › · Sex
- › · Sexuality
- › · Age
- › · Marital status
- › · Pregnancy
- › · Parenthood
- › · Breastfeeding
- › · Impairment
- › · Religious belief/
activity
- › · Political opinion/
activity

NT Department of Employment, Education and Training related policies

- › Critical Incident Policy
- › Improper conduct of a sexual nature against a student by any person associated with a school
- › School Behaviour Policy

QUEENSLAND

Anti-Discrimination Act 1991

Discrimination in education is illegal on the grounds of:

- › Race
- › Sex
- › Sexuality
- › Age
- › Relationship status
- › Pregnancy
- › Parental status
- › Breastfeeding
- › Impairment
- › Gender identity
- › Political belief or activity
- › Lawful sexual activity
- › Family responsibilities belief or activity
- › Religious belief or activity

Education Queensland related policies

- › **Anti-Racism Policy**
- › **Child Protection Policy**
- › **Cultural and Language Diversity**
- › **Educational Provision for Students with Disabilities**
- › **Educational Provision for Students with Learning Difficulties and Disabilities**
- › **Gender Equity in Education**
- › **Management of Behaviour in a Supportive School Environment**
- › **Partners for Success (Aboriginal and Torres Strait Islander Education)**
- › **Pregnant and Parenting Students**
- › **Principles of Inclusive Curriculum**
- › **Students at Educational Risk**

WHAT'S IN THE IMPLEMENTATION MANUAL?

- › An opening explanation of how to use the *Implementation Manual*
- › Three sections:
 - ” Understanding the *National Safe Schools Framework*
 - ” Assessing safety and support in the school safety environment
 - ” Planning, implementing and monitoring
- › The *Implementation Manual* also refers to 15 Appendices. These are available at www.dest.gov.au/schools/Publications/2004/NSSF/Appendices-combined-original.pdf

ADAPTING THE MANUAL TO MEET LOCAL CIRCUMSTANCES

Community profiling

- › A detailed knowledge of the local community is critical to effective auditing and planning.
- › Community profiling involves building up a picture of the nature, needs and resources of a community with the active participation of that community.
- › It is a useful first stage in any community planning process to establish a context which is widely agreed to.
- › A range of methods can be used to enable a school community to develop an understanding of itself – group activities, data collection and so on.

Key questions

- › What do we need to know about the community our students live in?
- › How detailed is our knowledge of the demographics and the resources of the local area?
- › How detailed is our knowledge of the environmental, physical, social and cultural resources of the local area?
- › What groups or cultures do our students identify with?
- › What is it like for those groups/cultures living and working within the context of the school?

Outcomes

Stakeholders should be able to make decisions about:

- › Priorities – the aspects of the *National Safe Schools Framework* that are most critical for the school community.
- › Underlying issues – some of the important issues to be addressed to build a safer and more supportive environment in the school.
- › People and partnerships – the key people and organisations that need to be involved.
- › Timelines – the amount of time realistically needed to work through issues in ways that will result in achievement without burn-out.

PRINCIPLES OF EFFECTIVE CHANGE MANAGEMENT

Drive change from an understanding of local conditions

- › How do the key issues relate to conditions in the local community?
- › What makes the local community unique – geographical location, socioeconomic issues, social and cultural profile?
- › The culture of every school is unique – what are the specific features of this school culture that must be taken into account?
- › The way a reform is implemented is critical to its success – how will we build shared understanding and commitment?

Foster broadly based ownership of change

- › Collaborative decision-making underpinned by the quality of **communication** – among and between staff and the community.
- › Create **collective** models of leadership.

Support those involved

- › Professional development for teachers.
- › Education and training for community partners.
- › Scheduled and guaranteed time for planning and professional development.
- › Appropriate resources, including partnerships with appropriate academics or experts.

Section 2

Supporting schools to conduct the safe schools audit

PURPOSE

To assist jurisdictional officers with information needed for planning and implementing the audit process.

Jurisdictional Officers should be able to:

- CE Involve schools in developing **plans for undertaking the audit process**, using the *Implementation Manual*.
- CE Provide and discuss **district data** on issues pertaining to bullying, harassment, violence and child protection to assist schools' planning.
- CE Encourage **collaboration** across the school community.

KEY MESSAGES

Jurisdictional Officers should deliver key messages about THE:

- CE Fundamental role of the audit in the planning process.
- CE Critical importance of establishing realistic timelines for conducting the audit.
- CE Usefulness of building the audit on an examination of existing data held by the school and the community.
- CE Importance of building partnerships across the school community to deepen knowledge, share the load, and provide a basis for consistent action.
- CE Need to invest adequate time in developing partnerships built on trust and respect, creating a willingness to share knowledge, and to be challenged in a spirit of cooperation and collaboration.

KEY ISSUES

The key issues in **section 2** are:

- CE Reassuring school communities that the audit process is about making internal, rather than external, judgements of the school.
- CE The need to use all available sources of data, and to evaluate them critically.
- CE The need to plan the audit process carefully to ensure:
 - o involvement by the full range of stakeholders.
 - o that sufficient time is allowed to collect and analyse data.
 - o the value of having a range of viewpoints when analysing data, especially those of the more marginalised sections of the school community, is recognised.

RESOURCES

The resources provided for section 2 are:

- CE Presentation guide
- CE OHT masters

PRESENTATION GUIDE: SUPPORTING SCHOOLS TO CONDUCT THE SAFE SCHOOLS AUDIT

Activity	Focus	Key speaking points	Resources
Presentation	Involve schools in developing action plans for undertaking the audit process , using the Implementation Manual.	<p>CE The audit is fundamental to building a sound planning process.</p> <p>CE It involves collecting and interpreting existing data, as well as new information.</p> <p>CE It is intended to identify the strengths in the school's current programmes, and provide the information needed for planning how to address new priority areas, as well as ways of streamlining current processes.</p> <p>CE It is important that the data represents the views of all members of the school community, and that comparisons are made of the views of different groups about the same issues.</p> <p>CE The audit process needs to be planned – and a realistic timeline set for collecting and interpreting the data.</p>	<p>OHT 2.1 An overview of the audit process</p>
Presentation	Provide and discuss district data on issues pertaining to bullying, harassment, violence and child protection to assist schools' planning.	<p>CE A great deal of data which would be useful in the planning process is already held by the school, by community organisations and by district or regional education offices.</p> <p>CE Give examples of the kinds of data held by the jurisdiction which may be useful.</p>	<p>OHT 2.2 a & b Other data sources (secondary data)</p>
Presentation	Analysis and decision-making	<p>CE It is important that there is broad involvement of the school community in analysing data from the audit. The viewpoints of diverse groups may contribute new insights in discussing particular issues and situations.</p>	<p>OHT 2.3 a & b Analysing data, making decisions</p> <p>OHT 2.4 a & b Analysing secondary data</p>
Presentation	Working with parents and community	<p>CE Building partnerships across the school community also helps to deepen knowledge, share the load, and provide a basis for consistent action inside and outside the school.</p> <p>CE Invest plenty of time in developing partnerships built on trust and respect, creating a willingness to share knowledge and to be challenged in a spirit of cooperation and collaboration.</p>	<p>OHT 2.5 a & b Working with parents and community</p> <p>Further reading: Extracts from CommunityMatters (download from MindMatters website: http://online.curriculum.edu.au/mindmatters/resources/comm_matters.htm)</p>

THE AUDIT PROCESS

- › The audit tools are organised around the six key elements of the *National Safe Schools Framework*.
- › Six teams could each take responsibility for auditing one of the *Framework* elements.
- › Teams should include (when possible) staff, students, parents, community members.
- › Formats for collecting information:
 - ” Database
 - ” Checklists
 - ” Surveys
 - ” Focus group interviews
 - ” SWOT analysis.
- › Additional audit tools can be accessed from the *MindMatters Programme*:
<http://online.curriculum.edu.au/mindmatters/index.htm>

ANALYSING DATA, MAKING DECISIONS

- › Much of the data will be **qualitative** requiring analysis and interpretation.
- › It is usually necessary to look at qualitative data several times to extract its meanings.
- › Steps:
 1. Identify core categories around dominant themes or concepts.

For example, core categories might include:

- ” Types of bullying and harassment (verbal; physical; exclusion).
- ” Basis of harassment (racial; sexual; homophobic).
- ” Characteristics of victims and perpetrators (sex, age, ethnicity).
- ” Location, time of day, time of year.

2. Work out relationships between categories.
 3. Look for patterns in each category – recurring terms, events or ideas.
 4. Revisit data again. Are categories appropriate? Are more needed? Are core themes emerging?
 5. Compare and contrast sets of information – look for examples to illustrate key themes or issues.
- › Look for **absences** in the data – what's missing? This might be the result of:
- ” Things the population is unaware of, or wants to hide.
 - ” Overlooking commonplace events.
 - ” Conscious or unconscious non-reporting.

OTHER DATA SOURCES (SECONDARY DATA)

District and school data

- › Enrolment data – numbers in age cohorts, gender breakdown, language and cultural groups...
- › Data about students with disabilities.
- › Suspension and exclusion data – nature of incidents, gender breakdown, age groups...
- › Literacy data.
- › Curricula and extra-curricula choices.
- › Student materials – written and visual texts, observable behaviours and relationships, use of space and resources.

Community sources

- › Council, Australian Bureau of Statistics, government departments, community groups:
 - ” Demographics – age groups, income distribution, culture and language groups.
 - ” Housing data.
 - ” Employment information.
 - ” Health data.

ANALYSING SECONDARY DATA

- › Secondary analysis is investigation which uses available material that may have been collected or created for a quite different purpose.
- › Much research draws patterns from many sources – for the purposes of working towards building safer and more supportive school environments.
- › Quantitative data (enrolments, population, suspension and exclusion data) even if collected for other purposes can be very revealing of patterns and trends.
- › Qualitative data – information which can be inferred from sources such as written and visual texts, minutes of meetings, etc. often lend themselves to content analysis which provides more detailed insight into key issues.

- **Content analysis** might involve for example:
 - ” Describing the features and characteristics of the text.
 - ” Drawing inferences about the creator/s of the text.
 - ” Drawing inferences about the circumstances/context of its creation.
 - ” Drawing inferences about the effect of the text on the recipient/ audience.

WHY WORKING WITH PARENTS AND COMMUNITY MATTERS

- › Australian society is characterised by great diversity – in terms of culture, language, location, family structure, sexuality, household income and religion.
- › Students' sense of identity is one of the basic contributors to their wellbeing and is actively constructed over time in the context of their family, community and culture.
- › Any consideration of how schools can provide a safe and supportive environment must address the close relationship between family, community, culture and identity.

- › Students need a sense of connectedness both to their community outside the school as well as to the community within the school.
- › This is much more likely to occur if significant adults from the 'home' community are visibly working within the school community in ways which demonstrate valuing of and respect for their knowledge and experience.
- › Our own understanding of any situation is always incomplete. Our capacity to correctly interpret situations and relationships is significantly enhanced by contributions from the broad range of stakeholders.

Section 3

Supporting schools to build a coherent planning, implementation and monitoring process

PURPOSE

To assist jurisdictional officers to support school communities by providing an additional resource for the implementation of the *Framework*.

Jurisdictional Officers should be able to:

- CE provide access for school communities to in-depth information and assistance on issues directly related to the *Framework*.
- CE respond to school requests for support.
- CE encourage networking between schools to facilitate the sharing of ideas, expertise, information and experiences and to provide an opportunity for building networks of support.

KEY ISSUES

- CE locating and using detailed reference materials related to bullying, harassment, violence and child protection.
- CE district/diocesan staff who can assist schools.
- CE locating school practices which model successful approaches to dealing with bullying, harassment, violence and child protection.
- CE ways of establishing and maintaining networks.

KEY MESSAGES

Jurisdictional Officers should deliver key messages about:

- CE The need to develop an evidence-based approach, by accessing the strong body of research that exists as well as collecting and evaluating information at the local level.
- CE The importance of healthy debate, flexibility and the willingness to test and evaluate proposals on the basis of reliable evidence.
- CE The importance of sharing practice and learning from other schools and communities, while maintaining a critical perspective about the similarities or differences in context and circumstance.
- CE The value of networking widely – the more diverse the networks a school community is connected to, the richer and more current are the sources of information at their disposal.

PRESENTATION GUIDE: SUPPORTING SCHOOLS TO BUILD A COHERENT PLANNING, IMPLEMENTATION AND MONITORING PROCESS

Activity	Focus	Key speaking points	Resources
Presentation	Providing access for school communities to in-depth information and assistance on issues directly related to the Framework.	<p>☐ It is critical that school communities develop an evidence-based approach, by continually accessing existing and new research as well as by collecting and evaluating information at the local level.</p> <p>☐ Debate is healthy and important, as is flexibility and a willingness to test and evaluate proposals on the basis of reliable evidence.</p> <p>☐ Action plans should assign the task of locating and evaluating reference materials related to bullying, harassment, violence and child protection to one or more team members.</p> <p>☐ There are district/diocesan staff who are experts in areas of concern to the National Safe Schools Framework. They can provide assistance to schools. They include... They can be contacted by</p>	<p>OHT 3.1 Evidence based practice</p> <p>OHT 3.2 Professional wisdom and empirical evidence (i)</p> <p>OHT 3.3 Professional wisdom and empirical evidence (ii)</p> <p>OHT 3.4 How to use existing evidence</p>
Discussion and Presentation	Encouraging networking between schools to facilitate the sharing of ideas, expertise, information, experiences and support.	<p>☐ Sharing practice and learning from other schools and communities is important. (Share and discuss case studies.)</p> <p>☐ But it's necessary to maintain a critical perspective about the similarities or differences in context and circumstance.</p> <p>☐ There is great value in networking widely. Networks should be established and maintained at the local level and beyond.</p> <p>☐ The more diverse the networks a school community is connected to, the richer and more current are the sources of information at their disposal.</p> <p>☐ Engaging communities and involving them in planning and implementing new approaches and strategies takes time. The two information sheets (3.1 and 3.2) provide some useful insights into effective processes.</p>	<p>Case Studies A-H</p> <p>OHT 3.5 Engaging communities</p> <p>OHT 3.6 Community cohesion</p> <p>OHT 3.7 Golden rules for gentle meddling</p> <p>Information sheet 3.1 Engaging the community</p> <p>Information sheet 3.2 The A-Z of community planning</p>

EVIDENCE BASED PRACTICE

- › The integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction.
- › One type of evidence is scientifically based research, which can focus on practices or on programmes.
- › The second source for evidence-based education is professional wisdom, which can include personal experience and consensus views.

PROFESSIONAL WISDOM AND EMPIRICAL EVIDENCE (i)

- › Professional wisdom is the judgment that individuals acquire through experience.
- › Increased professional wisdom is reflected in numerous ways, including the effective identification and incorporation of local circumstances into instruction.
- › Empirical Evidence is:
 - ” scientifically based research from fields such as psychology, sociology, economics, and neuroscience, and especially from research in educational settings.
 - ” objective measures of performance used to compare, evaluate, and monitor progress.

PROFESSIONAL WISDOM AND EMPIRICAL EVIDENCE (ii)

- › Without professional wisdom education cannot:
 - ” adapt to local circumstances.
 - ” operate intelligently in the many areas in which research evidence is absent or incomplete.
- › Without empirical evidence education cannot:
 - ” resolve competing approaches.
 - ” generate cumulative knowledge.
 - ” avoid fad, fancy, and personal bias.

HOW TO USE EXISTING EVIDENCE

- › Search literature
- › Screen literature
 - ” Relevance
 - ” Quality
- › Evidence will not make the decision
 - ” Be skeptical
 - ” Consider other ways of achieving goals
 - ” Consider consequences and local circumstances
- › Consult with experts who understand evidence before making costly decisions (This is different from consulting authorities who may know the subject area but not rules of evidence)

ENGAGING COMMUNITIES

Why should schools work with a community engagement focus?

- › Schools are important institutions in all communities – often the centre of community life.
- › Schools work with children and young people, the community's most important resources – so they can leverage the involvement of a broad range of people and organisations.
- › Engaging deeply with the community means school staff can tap into local knowledge to improve practice.
- › Building bridges between the school and the community improves relationships, generates conversation, helps people find common ground – it builds community cohesion.

COMMUNITY COHESION

Community cohesion is crucial to promoting greater knowledge, respect and contact between various cultures and groups and to establish a greater sense of citizenship.

A cohesive community is one where:

- › there is a common vision and a sense of belonging for all groups.
- › the diversity of people's backgrounds and circumstances is appreciated and positively valued.
- › those from different backgrounds have similar life opportunities.
- › strong and positive relationships are developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

GOLDEN RULES FOR GENTLE MEDDLING

- › You must draw in ordinary local people.
- › You can reach them via their own existing community groups.
- › Word of mouth is the only effective way to bring people in.
- › Under no circumstances exhort or preach.
- › Never tell people they are part of a Social Cohesion Initiative (that would be the kiss of death) ...

Engaging the community

Community Engagement Principles are the practical guidelines upon which engagement efforts should be based (and) provide practical guidelines for engaging the public in community decision-making and action. The material provided here can help ... professionals and community leaders improve communication, promote common understanding, and strengthen coordination, collaboration, and partnership efforts among themselves and community members and institutions...

A community engagement process is more likely to be successful when true equality of community leadership is intended and applied, as opposed to an authoritative or top-down approach.

Community engagement is defined as the process of working collaboratively with groups of people who are affiliated by geographic proximity, special interests, or similar situations with respect to issues affecting their well-being. Engagement principles can be used by people in a range of roles, from the chief executive of an organisation or program funder who needs to know how to support community engagement, to the frontline professional or community leader who needs hands-on, practical information on how to mobilise members of a community.

In practice, community engagement is a blend of science and art. The science comes from sociology, political science, cultural anthropology, organisational development, psychology, social work, and other disciplines with organizing concepts drawn from the literature on community participation, community mobilisation, constituency building, community psychology, cultural influences, and other sources.

The art comes from the understanding, skill, and sensitivity that is used to apply and adapt the science in ways that fit the community and the purposes of specific engagement efforts. The results of these efforts may be defined differently and encompass a broad range of possibilities (e.g., coalitions, partnerships, collaborations), but they all fall under the general rubric of community engagement and are treated similarly in this document.

Principles of Community Engagement

Before Starting a Community Engagement Effort . . .

1. Be clear about the purposes or goals of the engagement effort, and the populations and/or communities you want to engage.
2. Become knowledgeable about the community in terms of its economic conditions, political structures, norms and values, demographic trends, history, and experience with engagement efforts. Learn about the community's perceptions of those initiating the engagement activities.

For Engagement to Occur, it is Necessary to . . .

3. Go into the community, establish relationships, build trust, work with the formal and informal leadership, and seek commitment from community organisations and leaders to create processes for mobilising the community.
4. Remember and accept that community self-determination is the responsibility and right of all people who comprise a community. No external entity should assume it can bestow to a community the power to act in its own self-interest.

For Engagement to Succeed . . .

5. Partnering with the community is necessary to create change and outcomes.
6. All aspects of community engagement must recognise and respect community diversity. Awareness of the various cultures of a community and other factors of diversity must be paramount in designing and implementing community engagement approaches.
7. Community engagement can only be sustained by identifying and mobilising community assets, and by developing capacities and resources for community health decisions and action.
8. An engaging organisation or individual change agent must be prepared to release control of actions or interventions to the community, and be flexible enough to meet the changing needs of the community.
9. Community collaboration requires long-term commitment by the engaging organisation and its partners.

Source: www.cdc.gov/phppo/pce/part2.htm

The A-Z of community planning

All over the world there is increasing demand from all sides for more local involvement in the planning and management of communities. It is now seen as the best way of ensuring that communities become safer, stronger and more sustainable.

GENERAL PRINCIPLES

Whatever community planning approach you choose, there are general principles which apply to most situations.

Accept different agendas

People will want to be involved for a variety of reasons, for instance: academic enquiry, altruism, curiosity, fear of change, financial gain, neighbourliness, professional duty, protection of interests, socialising. This need not be a problem but it helps to be aware of people's different agendas.

Accept limitations

No community planning activity can solve all the world's problems. However, that is not a reason for holding back. Limited practical improvements will almost always result, and community planning activity can often act as a catalyst for more fundamental change.

Accept varied commitment

Far too much energy is wasted complaining that certain people do not participate when the opportunity is provided. All of us could spend our lives many times over working to improve the local community. Everyone has their own priorities in life and these should be respected. If people do not participate it is likely to be because they are happy to let others get on with it, they are busy with things which are more important to them or the process has not been made sufficiently interesting.

Agree on rules and boundaries

There should be a common understanding by all main interest groups of the approach adopted. Particularly in communities where there is fear – for instance that others may be trying to gain an advantage – it is vital that the rules and boundaries are clearly understood and agreed.

Avoid jargon

Use plain language. Jargon prevents people from engaging and is usually a smokescreen to hide incompetence, ignorance or arrogance.

Be honest

Be open and straightforward about the nature of any activity. People will generally participate more enthusiastically if they know that something can be achieved through their participation (eg if there is a budget for a capital project). But they may be quite prepared to participate 'at risk' providing they know the odds. If there is only a small chance of positive change as a result of people participating, say so. Avoid hidden agendas.

Be transparent

The objectives and people's roles should be clear and transparent at all times. For instance, it may seem trivial but the importance of name badges to prevent events being the preserve of the 'in-crowd' can never be stressed enough.

Be visionary yet realistic

Nothing much is likely to be achieved without raising expectations. Yet dwelling entirely on the utopian can be frustrating. Strike a balance between setting visionary utopian goals and being realistic about the practical options available.

Build local capacity

Long-term sustainability depends on developing human and social capital. Take every opportunity to develop local skills and capacity. Involve local people in reviewing their own situation, running their own programmes and managing local programmes and events.

Communicate

Use all available media to let people know what you are doing and how they can get involved. Community newspapers or broadsheets in particular are invaluable.

Encourage collaboration

Create partnerships wherever possible between the various interest groups involved and with potential contributors such as financial institutions.

Flexibility

Be prepared to modify processes as circumstances dictate. Avoid inflexible methods and strategies.

Focus on attitudes

Behaviour and attitude are just as, if not more, important than methods. Encourage self-critical awareness, sharing control, personal responsibility and sharing.

Follow up

Lack of follow-up is the most common failing, usually due to a failure to plan and budget for it. Make sure you set aside time and resources for documenting, publicising and acting on the results of any initiative.

Go at the right pace

Rushing can lead to problems. On the other hand, without deadlines things can drift. Using experienced external advisors may speed up the process but often at the expense of developing local capacity. Get the balance right.

Go for it

This is the phrase used most by people who have experienced community planning when asked what their advice would be to others. You are bound to have doubts, it is usually a leap in the dark. But you are unlikely to regret taking the plunge.

Have fun

Getting involved in creating and managing change should not be a chore. It can be a great opportunity to meet people and have fun. The most interesting and sustainable changes have been produced where people have enjoyed creating them. Community planning requires humour. Use cartoons, jokes and games whenever possible.

Human scale

Work on a manageable scale. Where possible, break up larger projects into a series of smaller ones.

Involve all those affected

Community planning works best if all parties are committed to it. Involve all the main interested parties as early as possible, preferably in the planning of the process. Activities in which key players are not involved rarely achieve their objectives completely. Time spent winning over cynics before you start is well worthwhile. If there are people or groups who cannot be convinced at the outset, keep them informed and give them the option of joining in later on.

Involve all sections of the community

People of different ages, gender, backgrounds and cultures almost invariably have different perspectives. Ensure that a full spectrum of the community is involved. This is usually far more important than involving large numbers.

Learn from others

There is no need to re-invent the wheel. One of the best sources of information is people who have done it before. Don't think you know it all. No one does. Be open to new approaches. Get in touch with people from elsewhere who have relevant experience. Go and visit them and see their projects; seeing is believing. Do not be afraid of experienced 'consultants' but choose and brief them carefully.

Local ownership of the process

The planning process should be 'owned' by local people. Even though consultants or organisations may be providing advice and taking responsibility for certain activities, the local community should take responsibility for the overall process.

Maintain momentum

Regularly monitor progress to ensure that initiatives are built on and objectives achieved. Development processes are invariably lengthy, the participation process needs to stay the course. If there has to be a break, start again from where you left off, not from the beginning. Periodic review sessions can be very valuable to maintain momentum and involvement.

Mixture of methods

Use a variety of involvement methods as different people will want to take part in different ways.

Now is the right time

The best time to start involving people is at the beginning of any programme. The earlier the better. But if programmes have already begun, participation should be introduced as soon as possible. Start now.

Personal initiative

Virtually all community planning initiatives have happened only because an individual has taken the initiative. Don't wait for others. That individual could be you!

Plan your own process carefully

Careful planning of the process is vital. Avoid rushing into any one approach. Look at alternatives. Design a process to suit the circumstances. This may well involve combining a range of methods or devising new ones.

Plan for the local context

Develop unique strategies for each neighbourhood. Understand local characteristics and vernacular traditions and use them as a starting point for planning. Encourage regional and local diversity.

Prepare properly

The most successful activities are invariably those on which sufficient time and effort have been given to preliminary organisation and engaging those who may be interested.

Process as important as product

The way that things are done is often as important as the end result. But remember that the aim is implementation. Participation is important but is not an end in itself.

Professional enablers

Professionals and administrators should see themselves as enablers, helping local people achieve their goals, rather than as providers of services and solutions.

Quality not quantity

There is no such thing as a perfect participation process. The search for one is healthy only if this fact is accepted. Generally, the maximum participation by the maximum number of people is worth aiming at. But any participation is better than none and the quality of participation is more important than the numbers involved. A well organised process involving a small number of people can often be more fruitful than a less well organised one involving larger numbers.

Record and document

Make sure participation activities are properly recorded and documented so that it can be clearly seen who has been involved and how. Easily forgotten, such records can be invaluable at a later stage.

Respect cultural context

Make sure that your approach is suitable for the cultural context in which you are working. Consider local attitudes to gender, social groupings, speaking out in public and so on.

Respect local knowledge

All people, whether rich or poor, whether children, women or men, have a remarkable understanding of their surroundings and are capable of analysing and assessing their situation, often better than trained professionals. Respect local perceptions, choices and abilities and involve local people in setting goals and strategies.

Shared control

The extent of public participation in any activity can vary from very little to a great deal. Different levels are appropriate at different stages of the planning process but shared control at the planning and design stage is the crucial ingredient.

Think on your feet

Once the basic principles and language of participatory planning are understood, experienced practitioners will find it easy to improvise. Avoid feeling constrained by rules or guidance (such as these notes)!

Train

Training is invaluable at all levels. Encourage visits to other projects and attendance on courses. Build in training to all your activities.

Trust in others' honesty

Start from a position of trusting others and generally this will be reciprocated. Lack of trust is usually due to lack of information.

Use experts appropriately

The best results emerge when local people work closely and intensively with experts from all the necessary disciplines. Do not be afraid of expertise, but avoid dependency on, or hijacking by, professionals. Keep control local. Use experts 'little and often' to allow local participants time to develop capability, even if it means they sometimes make mistakes.

Use facilitators

Orchestrating group activities is a real skill. Without good facilitation the most articulate and powerful may dominate. Particularly if large numbers of people are involved, ensure that the person (or people) directing events has good facilitation skills. If not, hire someone who has.

Use local talent

Make use of local skills and professionalism within the community before supplementing them with outside assistance. This will help develop capability within the community and help achieve long-term sustainability.

Use outsiders, but carefully

A central principle of community planning is that local people know best. But outsiders, if well briefed, can provide a fresh perspective which can be invigorating. Getting the right balance between locals and outsiders is important; avoid locals feeling swamped or intimidated by outsiders.

Walk before you run

Developing a participatory culture takes time. Start by using simple participation methods and work up to using more complex ones as experience and confidence grow.

Adapted from The Community Planning website

www.communityplanning.net/principles.htm

Section 4

Additional Resources

The list of resources below represent only a small part of the multitude of resources available via the internet on bullying, harassment, violence and child protection issues, and other topics of interest to schools

seeking to develop safer and more supportive environments. They are intended as a starting point for school communities looking for further information.

Aboriginal and Torres Strait Islander issues

CE	<i>What Works: Explorations in improving outcomes for Indigenous students</i>	www.asca.edu.au Publications – Aboriginal and Torres Strait Islander Education
CE	What Works. The Work Program. An action programme for educators.	www.whatworks.edu.au
CE	<i>The Indigenous Network</i>	www.indiginet.com.au/ablinks.html
CE	<i>Message Stick - ABC website</i>	www.abc.net.au/message/
CE	<i>Centre For Aboriginal Studies: Links</i>	gunada.curtin.edu.au/links/index.html
CE	<i>Australian Institute of Aboriginal and Torres Strait Islander Studies</i>	www.aiatsis.gov.au
CE	<i>Indigenous Peoples of the World – St Mary's College, Ipswich – excellent links to Australian and international Indigenous sites</i>	www.smc.qld.edu.au/indilink.htm
CE	The Koori History website	www.kooriweb.org/foley/indexb.html
CE	Australian Human Rights and Equal Opportunities Commission <i>Aboriginal and Torres Strait Islander Social Justice webpage</i>	www.hreoc.gov.au/social_justice/statistics/index.html
CE	ATSIC Education webpage	www.atsic.gov.au/classroom/default.asp
CE	The Internet Guide to Aboriginal Studies	www.ciolek.com/WWWVLPages/AborigPages/History.html
CE	Koori Internet Australia	www.koori.net/
CE	Foundation for Aboriginal and Islander Research Action	www.faira.org.au/issues.html
CE	The Council for Aboriginal Reconciliation	www.reconciliation.org.au/council/
CE	The <i>Dare to Lead: taking it on</i> coalition supports Australian school principals to improve Indigenous education outcomes and to work for reconciliation in their schools.	www.apapdc.edu.au/daretolead/

Action research and action planning

CE	<i>Southern Cross Institute of Action Research</i>	www.actionresearch.net.au/
CE	<i>Action research international</i> – a refereed online journal of action research.	www.scu.edu.au/schools/gcm/ar/ari/arihome.html
CE	<i>Action Learning, Action Research & Process Management Association Incorporated</i>	www.alarpm.org.au/
CE	<i>Reconnect Action Research Kit</i> – designed to explain Action Research. It provides practical examples and tools for applying Action Research.	www.facs.gov.au/internet/facsinternet.nsf/aboutfacs/programs/youth-reconnect_action_research_kit.htm
CE	<i>Action Research On Web – AROW</i>	www2.fhs.usyd.edu.au/arow/
CE	Australian Curriculum Studies Association Action Research Network	www.acsa.edu.au/networks/netpages/action_research.htm

Bullying, harassment and violence

CE	<i>Bullying. No Way!</i>	www.bullyingnoway.com.au/
CE	<i>Bullying. Everybody's Business.</i> A Kids Help Line initiative.	www.kidshelp.com.au/INFO7/contents.htm
CE	<i>Bullying Online</i>	www.bullying.co.uk/
CE	<i>Addressing bullying behaviour. It's our responsibility.</i>	www.eduweb.vic.gov.au/bullying/index.htm
CE	<i>Bullying at school</i>	www.scre.ac.uk/bully/index.html
CE	<i>Lawstuff – find out about bullying at school</i>	www.lawstuff.org.au/
CE	<i>Bullying in schools and what to do about it</i>	www.education.unisa.edu.au/bullying/
CE	<i>Australian Clearing House for Youth Studies – Bullying</i>	www.acys.utas.edu.au/ncys/topics/bullying.htm
CE	<i>Bullying in Schools</i>	ericps.ed.uiuc.edu/eece/pubs/digests/1997/banks97.html
CE	<i>Peer resources</i> – peer mediation etc	www.peer.ca/Links.html
CE	<i>Goodness and Kindness campaign</i> – empowering children with a vision of changing the world	www.goodness.org.au/
CE	Sexual Harassment and Educational Institutions: A Guide to the Federal Sex Discrimination Act	www.hreoc.gov.au/sex_discrimination/sexual_harrassment/education.html
CE	Recognising sex-based harassment	www.education.qld.gov.au/students/advocacy/equity/gender-sch/issues/better-recog.html
CE	Discrimination, bullying & harassment	www.doe.tased.edu.au/equitystandards/discrimination/default.htm

Child abuse and neglect/Child protection

CE	<i>The National Association for Prevention of Child Abuse and Neglect (NAPCAN)</i> – excellent information and resources.	www.napcan.org.au/
CE	National Child Protection Clearinghouse (Australian Institute of Family Studies)	www.aifs.org.au/nch/
CE	<i>Stronger Families Learning Exchange</i>	www.aifs.org.au/sf/resources.html
CE	<i>Integrating personal safety programs into the curriculum</i> – UK paper	www.ccea.org.uk/pdf/cprotect.pdf
CE	<i>How do schools deal with child protection?</i>	www.brent.gov.uk/faqs.nsf/0/964351b763bb6581802569ea00448a87?OpenDocument
CE	<i>Who's Looking after the Kids? An Overview of Child Abuse and Child Protection in Australia</i>	www.aph.gov.au/library/intguide/SP/Child_Abuse.htm
CE	<i>Kids Help Line</i>	www.kidshelp.com.au/
CE	<i>The Child Safety Network of Australia</i> internet site aims to provide families, kids, teachers and other professionals with information. Information which prevents child abuse and neglect. The site draws together community organisations concerned with the safety of kids and the special needs of children.	www.childsafe.net.au/

Community partnerships, community building and planning

CE	<i>Community Planning Web-Site</i> – easily accessible 'how-to-do-it' best practice information	www.communityplanning.net/index.htm
CE	Links to community development resources	www.community.gov.au/
CE	<i>The Australian Centre for Community Services Research</i>	www.flinders.edu.au/accsr/
CE	The <i>Community Development Foundation</i> (CDF) is a non-departmental public body supported by the Active Community Unit of the Home Office (UK). Its role is to pioneer, study and promote new forms of community development. It aims to strengthen communities by ensuring the effective participation of people in determining the conditions which affect their lives.	www.cdf.org.uk/index.html
CE	<i>Building community collaboration and consensus</i>	www.communitycollaboration.net/
CE	<i>Building community participation</i> – a paper by Richard Munt	www.aifs.gov.au/sf/pubs/bull2/rm.html
CE	<i>Centre for Rural Social Research</i>	www.csu.edu.au/research/crsr/
CE	<i>Checklist for Healthy Communities</i>	www.makeanoise.ysp.org.au/voicearticle.asp?ArticleNo=119
CE	<i>Community Development – Australia</i>	www.cds.org.au/
CE	The goal of the <i>Community Tool Box</i> is to support community health and development. The Tool Box provides over 6,000 pages of practical skill-building information on over 250 different topics.	ctb.ku.edu/

CE	<i>Community Builders NSW</i> – a NSW government site. “Characteristics of stronger communities include empowerment, inclusiveness, reconciliation, safe and healthy environments, crime prevention, economic development and partnerships. “	www.communitybuilders.nsw.gov.au/building_stronger/
CE	<i>Family Community Network Initiative</i> (FCNI). The Family and Community Networks Initiative is an example of the practical opportunities the Australian Government provides to support families and strengthen communities.	www.facs.gov.au/internet/facsinternet.nsf/aboutfacs/programs/community-fcni.htm
CE	<i>Community Building Infoexchange</i>	www.infoexchange.net.au/menu/communitybuilding.html

Cultural and linguistic diversity

CE	Cultural and linguistic diversity	www.bullyingnoway.com.au/issues/cultural.html
CE	Multicultural Australia	www.multiculturalaustralia.com.au/
CE	Federation of Ethnic Communities Council of Australia	www.fecca.org.au/
CE	Australian Multicultural Foundation	www.amf.net.au/
CE	Centre for Immigration and Multicultural Studies – Australian National University	cims.anu.edu.au/
CE	Centre of Multicultural Youth Issues	www.cmyi.net.au/
CE	Department of Immigration and Multicultural and Indigenous Affairs	www.immi.gov.au/
CE	<i>Face the Facts</i> Draws on information from a wide variety of sources to correct some common myths.	www.hreoc.gov.au/racial_discrimination/face_facts/index.htm

Gender

CE	<i>Gender Equity: A Framework for Australian Schools</i>	www.curriculum.edu.au/mceetya/public/genderequity.htm
CE	<i>Schools work towards gender equity</i>	www.detya.gov.au/archive/schools/genderequity/7_6.htm
CE	<i>Policy on Gender Equity</i> – Australian Education Union	www.aeufederal.org.au/Policy/GenderEquity2001.pdf
CE	<i>Towards Gender Equity in Catholic Education</i> (1996)	www.ncec.catholic.edu.au/ncec3.htm
CE	<i>Gender equity: a case for moving beyond his 'n hers!</i> Judith Gill and Karen Starr, University of South Australia	www.aare.edu.au/00pap/gil00388.htm
CE	<i>Plumpton High Babies</i> – ABC TV (Plumpton High school's support program for pregnant and parenting	www.abc.net.au/plumpton/stories/s802942.htm
CE	Boys' education resources	www.sofweb.vic.edu.au/gender/resources/boysed.htm

CE	Gender Equity Professional Support – NSW DET	www.schools.nsw.edu.au/learning/yrk12focusareas/gendered/prosupport.php
CE	Body image	education.qld.gov.au/tal/equity/bodyimg/index.html
CE	Body image and eating disorders	www.reachout.asn.au/home.asp
CE	<i>Putting Gender Up-Front</i> – link to gender equity resource	www.awe.asn.au/rdresguf.php
CE	<i>Boys gender and schooling</i> – professional development activities	www.education.qld.gov.au/students/advocacy/equity/gender-sch/resources/pda.html
CE	<i>Boys and Literacy Learning: changing perspectives</i> – link to publication	www.aate.org.au/Catalogue/literacy.html
CE	Will Boys Be Boys? Boys Education in the Context of Gender Reform – link to publication	www.acsa.edu.au/publications/equity.htm
CE	<i>Factors influencing the educational performances of males and females in schools</i> – research paper	www.detya.gov.au/schools/publications/2000/Gender_Report.pdf
CE	<i>Boys: Getting it Right</i> – Report of the House of Representatives Inquiry into the Education of Boys	www.aph.gov.au/house/committee/edt/eofb/index.htm

People with disabilities

CE	Association for Children with a Disability	www.acd.org.au/
CE	<i>Access e-bility</i> e-bility's website offers access and links to a wide range of information, resources, services and products of interest to people with disability, their families and carers, as well as health professionals and other service providers.	www.e-bility.com/index.php
CE	National Council on Intellectual Disability	www.dice.org.au/
CE	The Disability Information Resource	www.accessibility.com.au/
CE	Action on Disability within Ethnic Communities	www.adec.org.au/

Poverty

CE	<i>'No Child ...': Child poverty in Australia</i> by Alison McClelland – National Coalition Against Poverty	www.bsl.org.au/ncapwebsite/no_child.pdf
CE	<i>Children growing up trapped in poverty</i> , Brotherhood of St Laurence study	www.bsl.org.au/media/63.html
CE	<i>Poverty in Australia</i>	www.bsl.org.au/pdfs/poverty.pdf
CE	<i>Poverty</i> – link to publication (2002) and information	www.spinneypress.com.au/170_book_desc.html
CE	<i>The Dynamics of Child Poverty in Industrialised Countries</i> – link to publication	www.sprc.unsw.edu.au/nonsprc/dynamics-of-child-poverty.htm

CE	<i>Learning for Life</i> , Smith Family scholarship program based not on academic performance but on equity. Scholarships are offered to students whose families meet the eligibility criteria of low income and commitment to their child's education.	www.smithfamily.com.au
CE	<i>Socio-Economic Inequality and its Negative Health Impact for Children and their Families</i> – The Public Health Association of Australia	www.phaa.net.au/policy/CHPoverty.htm

Sexuality and homophobia

CE	<i>Getting over homophobia</i> – from the Bullying. No way! Website.	www.bullyingnoway.com.au/chillout/homophobia.html www.bullyingnoway.com.au/resources/search.asp?t=1
CE	<i>School's Out: Homosexuality, Bullying and Suicide</i> – paper from the Australian Association for Research in Education website	www.aare.edu.au/02pap/gil02454.htm
CE	<i>Sexuality: Healthy Images, Healthy Lives</i> – a paper by a 2000 National Youth Roundtable member, from The Source website	www.thesource.gov.au/youth_roundtable/previous_roundtables/2000_topic_groups/health_wellbeing/pdfs/verne_smith_full_report.pdf

Racism

CE	<i>Racism. No Way.</i>	www.racismnoway.com.au/
CE	<i>Streetwise Communications</i> specialises in communicating social issues to young people and other hard to reach groups. Streetwise produces entertaining, relevant and accessible publications on issues such as the law, health, employment, drug and alcohol, violence and Indigenous specific issues	www.streetwise.com.au/about_sw.html
CE	<i>Australians Against Racism</i> – education materials	www.australiansagainstracism.org/
CE	<i>Australian Human Rights Centre</i>	www.austlii.edu.au/au/other/ahric/
CE	<i>Commission for Racial Equality</i> – UK site	www.cre.gov.uk/

Residential care

CE	<p><i>Duty of Care</i> – A Certificate Course in Residential Care, developed by Dr Tim Hawkes (Headmaster, The King's School, Parramatta). Duty of Care is an informative course designed for staff in Australian boarding schools, including Principals, house co-ordinators, tutors, medical staff, gap students and others involved with the residential care of children. The material is relevant to both academic and non-academic staff. The time required to complete the course is one week. Course material includes advice on:</p> <ul style="list-style-type: none"> The philosophy of residential care Roles and responsibilities Emergency procedures Security and supervision Dealing with bullying Occupational Health and Safety The growing child Meeting pastoral needs Guiding students in work and play Dealing with disciplinary matters 	<p>On successful completion of Duty of Care, staff are awarded a joint Certificate in Residential Care by The Australian Catholic University and The Australian Residential Schools Association (TARSA).</p> <p>Information is available at www.tarsa.edu.au/duty_of_care.pdf.</p> <p>An application form is also available at www.tarsa.edu.au/certificate.htm.</p>
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Young people in regional and remote communities

CE	<i>Rural and Remote Education Inquiry</i> – Australian Human Rights and Equal Opportunities Commission	www.hreoc.gov.au/human_rights/rural_education/index.html
CE	Callers from rural and remote Australia – Kids Help Line	www.kidshelp.com.au/research/infosheets/26RuralandRemoteCallers2003.pdf
CE	<i>Child Health and Wellbeing</i> , Regional disparities in the health of children living in metropolitan, rural and remote areas are highlighted in the report.	www.aihw.gov.au/childyouth/childhealth/index.html
CE	<i>Youth Portal – Research, Policy and Publications : Rural and Regional</i> (ways of improving access to education for school children in rural and remote areas)	www.youth.gov.au/research/rural_regional.htm